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ABSTRACT

Students need to see past heroes as real people who struggled with ordinary problems in order to see the relevancy of studying history and to act practically upon the lessons that each leader teaches them. This study attempts to answer two questions relating to Martin Luther King, Jr.: (1) What do we teach our children about King? and (2) Can we do it better? A brief biographical sketch of King is included. Current beliefs about King and popular misconceptions about his life support the assertion that something is wrong in what is taught about Martin Luther King, Jr. Identifying inaccuracies and deficits in curriculum material related to King requires an investigation of textbooks and other resources accessible to students and teachers. By reviewing an exhaustive list of commercially produced resource packages on King, researchers can make some general conclusions. Most materials jump from King's "I Have a Dream" speech to his assassination with little or nothing in between. His views on poverty and his objections to the Vietnam War largely are overlooked. Since curriculum deficiencies exist in most books or teaching resources devoted to King, the need for alternative resources arises. Using computers, interactive videodiscs, and multimedia resources as the means for instruction, a program is offered that can address shortcomings in curriculum materials with videocassettes and laserdiscs. Moving beyond the design of a unit on King, this study also reports and analyzes the findings after the curriculum was field tested with a seventh grade class. (DK)

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Addressing Curriculum Deficiencies on Martin Luther King Jr. through Computer Assisted Instruction and Multimedia Resources

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Abstract

This study attempts to answer two questions related to Martin Luther King Jr. What do we teach our children about King and can we do it better? By reviewing an exhaustive list of commercially produced resource packages on King, researchers can make some general conclusions. Since curriculum deficiencies exist in most books or teaching resources devoted to King, the need for alternative resources arises. Using computers, interactive videodiscs, and multimedia resources as the means for instruction, educators can best address shortcomings in curriculum materials. Moving beyond the design of a unit on King, this study also reports and analyzes the findings after the curriculum was field-tested. These results will assist the researcher in answering the two questions which guided this study.

CHAPTER ONE

PURPOSE

The art of pedagogy rests upon the transcendent assumption that all teachers will pursue, attain, and impart truth. However lofty an ideal, the cultivation and dissemination of truth is nevertheless an aim of all educators. In the context of history, compelling people, important ideas, and transformative legacies provide the opportunity for teachers and students to understand the lessons of past heroes who instruct us even today. By realizing the ordinary struggles that all people endure, students can begin to identify with the real turmoil that comprises a part of every leader, regardless of position, education, or intellect.

Thus the pursuit of truth requires all participants to study the whole of each person's life. Because of this process of inquiry, students may not disqualify leaders as insignificant. Rather true portraits of past heroes may establish the relevancy of studying a historical person, who, like them, struggled and endured in life. Once each student sees these heroes not from a distance but from a closeness gained by seeking the truth, students may learn a lesson or two. Ideally, students will emulate real life heroes when they see that ordinary humans, like them, can lead extraordinary

lives.

Lest the pursuit of truth becomes merely an intellectual exercise, the art of teaching history must have an ultimate and practical goal. Students must not only study about historical figures and learn from them, they must also act practically upon the lessons that each leader teaches them. Challenging ideas and teaching others, students of history must remember the instructions of the heroes in our past. In a large or small way, the practical effect of learning history and seeking truth will empower students not only to know truth but to speak and act upon it.

Within this paradigm of pedagogy, teachers of history must pursue the truth of any leader worthy of study, celebration, and emulation. Few if any historical figures rival Martin Luther King's credentials as a leader. Revealing the truth about his life will justify this contention.

Rationale

Biography

A full examination of Martin Luther King Jr.'s life between the years of 1954 and 1968 must presuppose any true or accurate account of

his life. Thrust into a position of leadership during the Montgomery bus boycott, Reverend King reluctantly led the movement to desegregate the city's buses. The formative years of his career as a Baptist minister and civil rights leader paralleled the growth of the civil rights movement, in which individuals as equally important as King demanded that Americans guarantee rights for all her citizens.

Chosen to lead over the newly formed Southern Christian Leadership Conference (SCLC), King became known in the national political scene. As he protested throughout the South, King's exhortations of peace, love, justice, and nonviolent resistance to unjust laws echoed throughout parts of America. By 1963, the public life of King demanded even greater attention as he and his fellow comrades joined successfully to arouse the national conscience of Birmingham's racist leaders and violent hatred toward blacks. Seen on television and heard by many, King's rousing oratory inspired America to momentarily envision a beloved community in his "I Have a Dream" speech. Receiving awards as Time's Man of the Year and the Nobel Peace Prize, King became nationally celebrated and internationally recognized.

Known for his successes in Montgomery, Birmingham, and Selma,

King's vision expanded and changed in the mid-1960s. In Chicago, SCLC focused on problems in the northern ghettos where unemployment, housing discrimination, and poverty plagued the black underclass. Met with adamant resistance and fierce hatred, King privately despaired over the situation in Chicago.

Willing to use violent means, the black poor rioted in Chicago and in other cities around America as King realized the need to speak out against economic inequalities in the nation. Combined with his opposition against the Vietnam War, King decried the triple evils of militarism, racism, and materialism. A preacher of the Gospel, Reverend King invoked the words of Christ to move people and the government to extend economic justice on the poor. An international leader, Dr. King spoke about the evils of colonialism, the emergence of third world nationalism, and America's violent and immoral war in Vietnam. A public leader with private doubts, King grieved over his loss of support when he opposed Vietnam. He yearned to see the indigent and the oppressed, freed of their misery. As a father and husband, King regretted not spending enough time with his family.

Yet despite the valley of life in which he often toiled, King assured

all Americans that he had been to the mountaintop. A speech given before the day he was assassinated, the address in Memphis on April 3, 1968, encapsulated the truth of King's life. An ordinary human like us, King endured pain, suffered physically, met success, and then transcended his shortcomings and his doubts because an extraordinary source of inspiration guided his life and empowered his resolve to do God's will (Garrow, 1986).

While historians may argue about which events King led or why he is important, some general truths about his spirit and life emerge. Always changing, expanding, and growing, King, a private individual, led a public life. As a leader in the civil rights movement, King's ideas and actions illuminated the complexity of his vision for America and the legacy which he has bestowed to future generations of students.

Identifying with Students

To identify with any person, students must find themselves saying, "yes, I've been through that too." All children, especially adolescents, place a premium on popularity and acceptance. Like them, Martin Luther King Jr. confronted criticism, both from people in and out of the black community. The list of King's critics and enemies seems endless. To the

moderate white clergy, King was an extremist causing disorder while some blacks labeled him an "Uncle Tom." Adored by all blacks, other leaders convicted King of having a "Messiah" complex which supposedly consumed his desire to lead his people. After voicing his opposition to Vietnam, King was called a "traitor" by civil rights leaders for extending his bound into international affairs. Contrary to public perception that King was always adored and respected by all, these pejorative labels and mocking criticisms about this leader will inform students that he shares with them the pain of being unpopular, criticized, and alienated. More importantly, King's resilience can teach students why he is relevant and important to our lives.

Relevancy of Historical Figures

While teachers must make King real to our students lest they consider him another irrelevant person in history, they must also highlight his revolutionary ideas. Predicting chaos in Vietnam at a time Americans confidently expected to win, King's moral stand against the war exemplified his ability to stand up for moral absolutes rather than political expedience. King's exhortation for America to radically redistribute wealth underscored the revolutionary nature of his ideas which moved beyond the earlier civil

rights legislation. Since war and poverty still consume national and international affairs, students can listen to King's prophetic ideas, knowing that this man of the 60s speaks to them and their generation.

Emulating a Role Model

In this process of telling the truth about King and demythologizing current notions of his life, teachers have the power to impart an accurate and just portrait of this leader. Yet educators can never impose role models on students. Ultimately, adolescents choose to follow, to adore, and to emulate their own heroes. However, by making King a real hero with problems that everyone endures, teachers can begin to establish the relevancy of his life to ours, to urge students to consider his ideas, and to allow students themselves to act practically on his vision. Whatever role in life they may assume, students can, in big and small ways, ensure that we try to love someone with compassion, to secure justice for all, and to resist the temptation to quit despite what others may say or do to us.

If we consider this paradigm for teaching history after establishing a rationale, then a question about curriculum arises. What do we teach our students about King and how do we explore his life? Moreover, what is the goal of any discussion, lesson, or unit devoted to King?

Hypothesis

Current beliefs about King and popular misconceptions about his life support the assertion that something is wrong in what we teach about Martin Luther King Jr. Identifying inaccuracies and deficits in curriculum material related to King requires an investigation of textbooks and other resources accessible to students and teachers. Because of immense time constraints, other curriculum demands, and inadequate teaching resources, teachers and students rely on deficient resources when studying King.

This study attempts to answer a question related to technology and learning. Can computer assisted instruction and multimedia resources about Martin Luther King Jr. positively influence affect and increase learning?

CHAPTER TWO

LITERATURE REVIEW: CURRICULUM RESOURCES

The ten following seventh/eighth grade U.S. history textbooks were reviewed: (1) The story of America, beginnings (Garraty, 1991); (2) The American nation (Davidson, 1989); (3) American spirit, a history of the American people (Steeg, 1990); (4) We the people (White, 1989); (5) America, the people and the dream (Divine, 1991); (6) We the people, a history of the U.S. (Bidna, 1977); (7) New exploring American history (Schwartz, 1981); (8) Challenge of freedom (LaRaus, 1990); (9) America's story (Rocca, 1990); and (10) One flag, one land (Brown, 1990).

Timeline

In all ten of the textbooks, the authors list key dates and events in King's life. Together, these facts form a timeline of his life, providing a basic structure for understanding his involvement in national affairs from 1954 until his assassination in 1968.

In five of the curriculum resources, which include four textbooks and a teaching resource, similar dates related to King are mentioned. Two timelines (Bidna, 1977; Connor 1975) list the 1955 Montgomery bus

boycott, King's involvement in SCLC, the 1960 sit-ins, the 1963 March on Washington, and King's acceptance of the 1964 Nobel Peace Prize. Three other textbooks (Rocca, 1990; Divine, 1991; LaRaus, 1990) also include the dates of King's Nobel Peace Prize ceremony. Within the timeline of each book, only events up to 1964 are given significant attention. Most notably, textbooks expand upon the initial goals of the civil rights movement as they relate to King and the Montgomery movement.

Textbooks emphasize King's leadership skills in forging together a movement. For example, White (1989) contends that "the primary goal of the civil rights movement was to overturn segregation laws. Through the efforts of leaders like Martin Luther King Jr....many civil rights laws were passed" (p. 492). Another textbook writer (Steeg, 1990) reinforces the notion of King as leader, who, like other "black leaders...led demonstrations, marches, and freedom rides" (p. 676). Starting from Montgomery, writers highlight King's role in defining the goals of the movement, which gained momentum because of his protest strategies.

Within the basic skeleton of dates and goals related to King's leadership in the movement, textbooks focus exclusively on events before Selma in 1965. After Montgomery, textbook authors expand upon the

events in Birmingham and Washington, both of which occurred in 1963. Four textbooks (Brown, 1990; Rocca, 1990; Garraty, 1991; Divine 1991) spend at least one paragraph describing the national exposure of events in Birmingham and Washington, which attracted massive media coverage. In specific, one textbook (Brown, 1990) mentions King's Letter from a Birmingham Jail. All four books quote specific words from the March on Washington including phrases from King's speech.

Nearly all of the textbooks emphasize the historical significance of the March on Washington, where thousands of Americans rallied on behalf of the civil rights movement. Davidson (1983) writes that "in 1963, more than 200,000 blacks and whites marches on Washington D.C." (p. 684). Furthermore, the protests were against "discrimination," "segregation," "injustice," or "inequality" (White, 1989; Steeg, 1990; Davidson, 1989).

Thus, these words tend to connote abstract ideas about large scale social ills. Only one textbook (Davidson, 1989) mentions that the march was also "a call to end...poverty in America" (p. 684). A more physical and tangible problem, want of the basic necessities implies that the protests were against real problems in everyday life as well as more elusive wrongs like injustice. Considering the historical fact that this enormous march was

officially called the March on Washington for Jobs and Freedom, textbook writers ascribe greater importance to ideas like freedom by barely mentioning the goal of the march to secure jobs and basic needs for poor Americans.

As important as the March on Washington for Jobs and Freedom was, the Selma movement for voting rights was arguably King's last great achievement in the civil rights movement. Through protest and marches, King and others attracted the national media's attention to Selma's voting requirements which excluded the majority of blacks. Divine (1991) contends that "Martin Luther King Jr. was concerned that 3 million Southern blacks were still denied a vote. In 1965 King chose...Selma, AL for a text case" (p. 795). Other textbooks (LaRaus, 1990; Steeg, 1990; Divine 1991) emphasize the importance of Selma to King's life by including photographs of the historic Selma to Montgomery march which attracted media coverage and prompted executive action in the form of the 1965 Voting Rights Act. Considered so great an achievement that "King's dream and John's Great Society seemed to be within reach," (Divine, 1991) Selma marked the last great accomplishment of the movement under King's leadership (p. 796).

After 1965, the textbook writers include only one date on the timeline of King's life. The year of his assassination, 1968, symbolizes the tragic loss of a national leader. In fact, in the textbook America's story (Rocca, 1991), the subtitle reads "The Terrible Year of 1968" in reference to King's death (p. 729). Another textbook (Brown, 1990) attempts to explain what happened before and after King's death by describing his involvement in the sanitation workers strike and the urban rioting that blazed across one hundred cities after his assassination in Memphis. Although textbooks note April 4, 1968 as the date of King's death, 1965 might be a more symbolic date for his death considering the fact that none of the textbooks mention anything significant King said or did during the last three years of his life.

Two curriculum resources, however, do fill the void in King's life that the textbooks neglect. In a teacher resource manual by the Connecticut State Department of Education, the authors include the year 1966 in their timeline of King's life (Gregg, 1988). During that year King "rented a ghetto apartment in Chicago" and "presented his first anti-Vietnam speech" (Gregg, 1988, p. 17). Another more complete timeline of King's life also mentions his involvement in the marches of Chicago, his

coordination of the Poor People's march, and his support of the sanitation workers' strike (Connor, 1975). All three of these events occurred between 1965 and 1968.

General themes emerge from a review of intermediate level U.S. history textbooks and their discussion of King. First, a timeline of his life will almost always mention the Montgomery bus boycott in 1955, the 1963 March on Washington, the 1965 Selma movement, and the 1968 assassination. Varying in detail, textbooks will include the same facts about King within a grade level. Furthermore, Banfield (1983) argues that "essentially the same facts are presented to all students. Thus the danger exists that as students move through grades...they will become bored with the recycling of information" (p.3). Indeed, timelines about King in middle school texts include the same events. What then do they discuss when the topic shifts to King's own words and speeches?

Speeches

Curriculum resources emphasize King's more positive speeches which were given sometime between 1954 and 1965. Thus these curriculum tendencies parallel the events covered in a timeline of King's life as a leader. For example, a teaching resource produced by the Detroit

Public Schools lists the following three speeches in a chronology: (1) June 6, 1961, "The American Dream;" (2) August 28, 1963, "I Have a Dream;" and (3) December 10, 1964, "Nobel Peace Prize acceptance speech" (Connor, 1975). As expected, the "I Have a Dream" speech attracts attention in almost every textbook and resource package on King. In three textbooks (Schwartz, 1981; Rocca, 1990; LaRaus, 1990), the famous "I Have Dream" speech is quoted. Moreover, while the specific quotation may be different, all three end with King's famous words of "free at last." Usually in a special section, the "I Have a Dream" speech consumes nearly all curriculum materials that relate to his historic addresses.

The problem with the inclusion of "I Have a Dream" or other speeches stems from the omission of King's addresses to audiences during the last three years of his life. With the exception of his "I've Been to the Mountaintop" speech on the eve of his death, few teaching resources mention any words that King uttered later in his life. For example, King's "Beyond Vietnam" speech in 1967 attracted national criticism from media, politicians, and even civil rights leaders (Frank, 1983). Indeed, his highly unpopular and supposedly unpatriotic speech "would create unnecessary enemies" (Frank, 1983, p. 26) Controversy surrounded King from the

moment he expressed his views on the war until his death. Yet, textbooks and curriculum resources fail to mention, much less expound upon, King's speeches after 1965.

By talking about the same speeches, writers of textbooks and curriculum resources reinforce the notion that King's words are "frozen in time." These "specific statements," therefore, speak only "to an earlier period" (Howard, 1985, p. 8). The total effect of overemphasizing "I Have a Dream" and inadequate discussion of speeches between 1965 and 1968 obscures the historical truth of King's own ideas and speeches which were not frozen in time, but changed and evolved significantly.

Concepts

Textbooks also emphasize the same ideas which relate to King. Concepts such as "nonviolence," "passive resistance," "civil disobedience," "nonviolent protests," and "resisting injustice" comprise the core of any textbooks discussion of theories and ideas which King advocated (White, 1989; Garraty, 1991; Davidson, 1989; Divine, 1991). According to these authors, "the principle of nonviolence was introduced to the civil rights movement by Dr. Martin Luther King Jr.," who "preached the idea of nonviolence...as the best way to achieve racial equality" (White, 1989, p.

491; Garraty, 1991, p. 856; Davidson, 1989, p. 668). King and others employed these means to achieve racial equality, to resist injustice, and to protest unjust laws. The same basic concepts reappear in many of the textbooks. Removed from reality and critical discussion, these abstract concepts emphasize theory without adequately relating them to the practical effect of King's tactics. Besides redundancy, these concepts are not fully explained.

Whenever theories of social protest are discussed, the authors relate these concepts to the beginning of the civil rights movement during the Montgomery bus boycott. For example, Garraty accurately identifies King's emergence as a leader who urged the black boycotters to avoid violence (Garraty, 1991). However, most textbooks convey the image of King as the immediate leader of the boycotts who fully advocated "civil disobedience" and also "gave strong leadership to the boycott" (Rocca, 1990, p. 706; LaRaus, 1990, p. 604). History proves otherwise.

King reluctantly led the movement and did not fully understand nor completely embrace nonviolent resistance and civil disobedience. Instead, the movement itself carried him to a position of local prominence in Montgomery, as his role of leader emerged shortly after the movement.

To portray King as a staunch advocate of these protest theories is not only inaccurate, but also, such an image also fails to acknowledge how King grew as a person and how his ideas developed.

Balance

Since textbooks focus heavily on events, speeches, and concepts related to King's life from 1954 to 1965, curriculum resources neglect to address the events of his later years. This causes an imbalance in curriculum resources which should deal with his whole life and not merely one part. Stuck in time, King seemingly remains a unidimensional figure in our past, where we see him seldom growing or evolving beyond specific events, speeches, or concepts. According to Kazemek (1990), "textbooks are inadequate for helping students explore the dimensions and meanings of King's life" (p. 65).

Commercially produced materials on King lack balance. Too many overemphasize the early years. Kazemek (1990) cites an autobiography about King to highlight this general tendency in all books. Using his birth and death as a timeline, Kazemek found that one intermediate level book devoted sixty-six pages on King from his childhood to the Montgomery bus boycott while spending only twenty-four pages for the rest of his life. Out

of these twenty-four pages, how many can we expect were devoted to the familiar core of civil rights events like Birmingham and Selma as well as the famous "I Have a Dream" speech? We can safely assume that the few remaining pages of the book barely mention King's involvement in the Chicago marches of 1966 or his "Beyond Vietnam" speech in 1967.

A Washington state resource guide on teaching King reflects the lack of balance in most all texts (Brouillet, 1988). In a section about the chronology of King's life, the following four events are listed: (1) 1955 bus boycott, (2) 1963 Birmingham Letter, I Have a Dream, (3) 1965 Selma, (4) Poor People's March, "Mountaintop" speech, and death. In addition to this timeline, the authors include a brief biography on King. After the writers mention the 1965 voting Rights Act and the Selma protests, the next paragraph jumps immediately to 1968 when King went to help garbage workers in Memphis. On April 4, he was shot and killed. Like this particular curriculum guide, textbooks also jump from Selma to the last year in King's life.

For example, in Garraty's textbook (1991), he writes in one paragraph that few Americans "faced the future in the mid-1960s as hopefully as he (King) did" (p. 857). The next paragraph follows with "On

April 4, 1968, Martin Luther King Jr. was murdered in Memphis, TN" (p. 857). Other textbooks (Bidna, 1977) jump to King's death from as early as 1963. In reference to 1963, Bidna (1977) writes that "another leader" would tell of his "hopes for America" in his "I Have a Dream speech...Five years later he, too would be killed" (p. 486).

When curriculum resources mention any event about King after 1965, they do so only within the context of his death. One curriculum resource (Connor, 1975) describes King's support of the garbage collector's union. Soon thereafter, we learn of his assassination in a motel on April 4, 1968. In an almost identical pattern, Davidson (1989) describes King's trip to Memphis where he attempted to support the union of sanitation workers. The next sentence reads, "When he stepped outside his motel room, a white gunman shot and killed him" (Davidson, 1989, p. 686).

Most notably absent from all these curriculum resources are any discussions about King's concern over Vietnam and economic issues. Can the inclusion of these issues in curriculum resources be justified based only on the grounds of their omission from books? Although the answer is indeed debatable, all educators must realize that King felt passionately about Vietnam and poverty. On these historical grounds can the inclusion

of these two ideas be justified. In Garrow's Pulitzer prize-winning biography of King, he quotes King, who wanted to convince president Johnson to spend vast sums of money and to push major economic reforms to address poverty in the cities (Garrow, 1986). According to King the war in Vietnam was "a question that deals with the survival of mankind" (Garrow, 1986, p. 445). Vietnam and poverty consumed the passions of King's soul.

Yet textbooks not only fail to acknowledge King's involvement in these issues from 1965 to 1968, they detach King from controversial events implying that he was uninvolved and removed from these affairs. For example, Garraty (1991) writes that "while King and others were pursuing equal rights in America,...the nation became involved in a war in Vietnam" (p. 857). Causing more damage than the omission of the Vietnam issue, this statement implies that King was totally detached from the War. Likewise, in Challenge of freedom, LaRaus writes that between 1965 and 1968, riots broke out in several black neighborhoods. More rioting occurred after King's death, adds the writer. Uninvolved and irrelevant, King again is given no voice on the issue of poverty in the ghettos when, in fact, he pursued strategies to right economic wrongs in Chicago during

1965 and 1966. These authors do not merely omit events, they imply that King cared only about civil and political rights for blacks, neglecting to address the problems of poor blacks in the cities.

By revealing the whole truth about King's life, teachers can more accurately portray him as a complex person with an expanding vision for America. Imbalanced curriculum resources, however, rarely move beyond the "I Have a Dream" speech or other familiar events. Dunn (1991) asserts that "by the time students complete high school...their overall knowledge must include the controversies that surround people and events" (p. 28).

Any discussion about King's speeches against Vietnam would allow students to discuss the controversy that ensued. Considering that few textbooks mention Vietnam or any issue related to King after 1965, teachers themselves are unlikely to read about King's opposition to the war. In fact, Banfield (1985) found that none of the twelve books he reviewed discussed "Beyond Vietnam." Not all curriculum resources are this deficient. In fact, two state department resources at least acknowledge King's activism between 1965 and 1968 thereby providing a model for other curriculum resources to emulate.

Each of these two resources (Gregg, 1988; Connor, 1975)

acknowledge that King was indeed just as active, articulate, and passionate in his later years as he was in an earlier time. By describing the discrimination and violence in Chicago, the writers contend that one march in Chicago "produced even greater venom that Dr. King could recall in either Birmingham or Selma" (Gregg, 1988, p. 14). In reference to Vietnam, the authors add that Dr. King's "antiwar stand horrified the vast majority of citizens," highlighting the controversial views King held (Connor, 1975, p. 3). Far from being removed from the complex web of issues involving militarism, racism, and materialism, King passionately "spoke out against the war in Vietnam which he felt was contrary to the nonviolence he believed in and crippling to the civil rights movement" (Connor, 1975, p.3). By exploring the public controversy surrounding King's views on the war in Vietnam, students can appreciate the moral vision that King held for America and its future.

Legacy

What do we remember about Martin Luther King Jr.? Considering the current curriculum resources, most of what we know stems from our understanding of the earlier events in King's life. The closer we get to 1968, the less likely we will know about anything King said or did. If

teachers also focus on the last three years of King's life, we provide our students the opportunity to consider his revolutionary and provocative ideas concerning our nation and its citizens.

King repeatedly invoked the image of the giant triplets of racism, materialism, and militarism to force all Americans to confront the pressing moral issues of his time. In reference to Vietnam, King realized that people could either "co-exist or co-annihilate" (Banfield, 1985, p. 13). He believed that all Americans deserved an economic Bill of Rights and thus he pledged to organize a Poor People's March. All of these exhortations underscored the need for a revolution, according to King. In remembering his legacy, "for some it may less disturbing to remember his "I Have a Dream" speech of 1963 because in 1967 he was saying very challenging and fundamental things to us we have yet fully to heed" (Howard, 1985, p. 8). Certainly we cannot heed a message that has yet to be given a voice in current texts.

By highlighting King's views about poverty and the War, students can appreciate the problems which existed in the 1960s and even now. Indeed, while signs of progress have given civil rights leaders hope, new issues involving economics have emerged. Analyzing a diagram entitled

"Dr. King's dream-20 years later" shows that in 1968 the unemployment rate for blacks was 10.8%. In July of 1983, that rate was 19.5% (Frank, 1983, p. 29). Unless educators note the inadequate economic resolutions of the civil rights movement, a false impression about the movement precludes us from revealing the truth. Too many texts convey the notion "that King and the civil rights movement solved the many problems that blacks have experienced-racial prejudice, segregation, and poverty" (Kazemek, 1990, p. 67). This may convince a younger reader that we need no longer to continue the struggle for which King died. By overlooking the real situation of many indigent Americans, we "negate King's life...by failing to carry on where he left off" (Kazemek, 1990, p. 67).

What then would King have wanted for us to know about him? Based on his own words, King would have sought change in each private individual and larger public institutions. Howard (1985) supports this notion:

> Had he lived, his creative witness would have continued to challenge us to work for economic justice, to accept responsibility for building alternatives to structural inequalities in the body politic; and to continue forging the international connections to our

efforts to realize community here at home. (Howard, 1985, p.8). Certainly a man of action, King always practiced what he preached. Likewise, Kazemek (1988) urges students to live out King's legacy, whether this entails protests against racist organizations or gathering food for the homeless. On a more national level, we need to apply King's ideas and inherit his legacy which should inform "public policy and national purpose today" (Howard, 1985, p.7).

Teacher Knowledge

Often inadequate and seldom complete, curriculum resources inform teachers about King. From reading a commercially published trade or textbook, teachers cannot fully understand the whole truth about King's life since nearly all teaching resources neglect to mention events occurring between 1965 and 1968.

In addition to problems inherent in teaching resources, few teachers are experts about King, considering their already enormous curriculum demands. Kazemek (1990) argues that "with few exceptions the average 30 yr. old teacher learned little, if anything, about King in the social studies and history textbooks she or he used while in elementary and secondary schools" (p. 65). Reliance on these same textbooks reinforce the same

facts about King's life. Furthermore, avoiding controversies about King obscure the complexity of his ideas often relegating him to a "unidimensional cardboard cutout of a man" (Dunn, 1991, p. 28).

Biographies

Usually providing the most in-depth and exhaustive discussion of any historical figure, biographies best inform and enrich the lives of young readers. What then do biographies about King discuss?

Like other curriculum materials, most biographies oversimplify King's life. Kazemek (1990) cites frequent inaccuracies permeating these books. Some passages claim that King was always a great student when, in fact, he struggled because of poor reading skills. Being away from home, King wrestled with the guilt of not spending enough time with his family. Yet biographies convey the impression that King was a content family man. Other histories about King overlook his persistent exhortations that reluctant civil rights advocates like President Kennedy support the cause of blacks.

Again, these flaws, however small they may be, do not present King as a complex figure. Kazemek (1990) writes that "many biographies do present him as a too-good-to-be-true type" (p. 67). Superheroes have no

practical relevancy for children. When figures like King speak from a deified position, students will never identify with a man who endured agony yet also experienced great joy like most people. Current biographies, however, do not convey this image.

Banfield (1985) and Kazemek (1990) list a number of biographies on King, highlighting their merits and their shortcomings. Some books like the Life and Death of Martin Luther King, Jr. by Haskins (1977) convey familiar biographical details and should be supplemented. Others, like Clayton's (1968) Martin Luther King Jr.: The Peaceful Warrior, overemphasize the earlier years of his life. Martin Luther King Jr. by Harris (1983) mentions King's involvement in issues pertaining to Vietnam and the Poor People's campaign. Banfield (1985) adds, however, that King's writings are missing from many of these books. Kazemek (1990) recommends The Life and Words of Martin Luther King Jr. by Ira Peck (1968) and King Remembered by Schulke and McPhee (1986) because of their excellent photographs and their visual appeal. Although Haskins' book mentions familiar events, it also acknowledges the complexity of King's life by at least mentioning that King had "little time to spend with family" (Kazemek, 1990, p. 68). In Harris's (1983) Martin Luther King Jr.,

the author deals honestly with the aftermath of King's death by discussing the worsening conditions of poverty, unemployment, and the underclass.

An intermediate level biography will never fully describe all the complexities of King's life like a six or seven hundred page Pulitzer prize-winning book. Educators must nevertheless expect biographies to at least acknowledge the complexities in King's ideas within the context of his whole life.

Student Activities

After reviewing textbooks, tradebooks, teacher practices, and current methods of teaching about King, we finally arrive at the manifestion of theory. Activities on King proceed from practioners' materials which inform students about King. Inevitably, student activities will reveal the shortcomings in many of these curriculum resources.

Many activities involve only the traditional paper and pencil tasks. For example, one set of activities (Brouillet, 1988) requires students to write lyrics for a song and to draw a picture to highlight the main events in King's life. Individually, each activity may have merits. Yet when another activity suggests that students look on a U.S. map, find cities in the South, and identify what King did, the activities require similar cognitive demands.

Two other suggestions (Connor, 1975; Gregg, 1988) for student activities reveal the inadequacies of most curriculum materials. Like the previously mentioned exercises, these requirements ask students to read the "I Have a Dream" speech, to list their dreams, to define discrimination, to define equality, and to analyze "I Have a Dream." Taken together, the activities reinforce the same concepts through activities which depend wholly on paper and pencil tasks.

Although some activities (Gregg, 1988) require more student analysis, they rely on traditional approaches. A unit on Peace for Intermediate schools requires students to research and to review the nonviolent philosophy of King. Other research projects ask students to research and to review the nonviolent philosophy of King. Still, another asks students to review King's six principles of nonviolence or to list the main events in the civil rights movement on a timeline.

Both worksheets and research projects reflect deeper inadequacies. Kazemek (1988) contends that these "activities and worksheets... clearly drag students through the dates and facts of King's life, but...never really foster an emphatic exploration of and active participation in that life" (p. 70).

Although the word activities implies engagement and involvement, most students assume only a passive role when studying King.

Student activities that do not rely on paper and pencil tasks often engage students in role-playing simulations or local activism. In one situation (Frank, 1983) labeled "Alternatives to King," students read about "Black revolution" and "Black power" as two possible responses to racial inequality. After some background information, students contrast the different suggestions and choose an appropriate response. Another activity (Connor, 1975) compels students to think of new ways to understand King's principles. Students must list actions to carry out Dr. King's work in their neighborhood based on his ethic of protest. Although these activities certainly invite more student creativity, they detach the text from the visual power of King's speeches, words, and protests which must inform any analysis or agenda for activism derived from King's life.

Active or passive, student activities on King often lend themselves to more superficial tasks like memorization. Unless King's words and actions inform children, any discussion or unit on King will suffer from the recurring problems of overemphasizing specific events and concepts, creating an incomplete picture of this leader.

How can practioners address curriculum deficiencies on King? Considering both the problems in our understanding of his life and the available student activities, educators must undoubtedly use visual images of King, allowing his words to speak to students. In addition to books and pictures, videocassettes and laserdiscs offer educators some alternative resources to make King come alive, compelling students to participate in his life. Within the larger context of an educational system being transformed by technology, computer-assisted-instruction, supplemented by other video equipment, can best address the curriculum deficiencies on Martin Luther King Jr.

Literature Review: Social Studies and Technology

To justify why computer assisted instruction can best meet the curriculum deficiencies on King, this section of the literature review will argue that a need for computer based instruction exists, explain the potential of this methodology, and relate the findings to student learning.

Need

In an article about social studies and technology, Ehman justifies the need to integrate computers into the classroom. Ehman finds some reasons why social studies classrooms have not changed much in ten years (Ehman, 1987). Computer shortages deny teachers the opportunity to use computers. Along with a lack of high quality software, little research is available to convince social studies teachers that students who use computers will attain academic success. Unless more teachers attempt to incorporate computers into the classroom, this perpetual cycle of not knowing and not trying will continue.

When teachers use computers, White (1988) contends that "much of the available drill and tutorial software for social studies are 'stand alone programs,' not part of a larger curriculum package" (p. 3). Out of context, computers occupy only a minimal role in classroom instruction. Since few social studies educators have relied on the computer as a major partner in the classroom, we still need more knowledge about how computers can affect student learning.

These current trends in social studies education have larger ramifications for the future. Ehman (1987) contends that the computer relates to our preparation of students for the real world. Inevitably all

students will interact with computers. To what extent social studies educators become part of this process has yet to be determined.

Potential

Educators are on the brink of a technological revolution. According to Ehman (1987), "new microcomputers have the capacity to run more powerful computer assisted instruction (c.a.i.) learning packages" (p.4). Dede (1987) affirms the limitless potential of these "powerful tools" and adds that "the real wave of technological change in schools is just beginning" (p. 24).

Specifically, educators can forge a unique partnership with computers. Wedded together, "the cognitive strengths" of a person and the "information technology" of computers can improve instruction (Dede, 1987, p. 21). Teachers can structure content to suit their needs since computers "execute algorithms faster." More importantly, these machines can enhance the learning environment by simulating real situations.

Employing computers, hypermedia provides the means for children to learn in a more real-life environment. Specifically, "hypermedia is a framework for non-linear representation of symbols (text, graphics, images, software code) in the computer" (Dede, 1987, p.22). An example of

hypermedia involves laserdiscs which, when linked to a computer, create an environment which engages students by allowing them to travel to a different place or time and to meet historical figures. A more detailed discussion of videodiscs will occur later.

However exciting the possibilities for computer-assisted-instruction may be, teachers must ultimately embrace this notion. Currently, because of a lack of research and experience, few teachers see a link between "positive student outcome and the social studies curriculum" (Ehman, 1987, p.6). Moreover, few understand or use computers. White (1988) contends that computer use will increase if, in fact, they are found to be useful tools for teachers.

Whatever trend continues, all educators will inevitably employ computers. The question remains, to what extent will teachers use computers. As powerful as a 4.5 inch disc may be, "people are still much better than computers at problem recognition and metacognition" (Ehman, 1987, p.56). Indeed, the most ideal scenario would involve teachers who provide the design within which computers work to enhance student learning.

Children and Multimedia

The students we teach already live in a technologically sophisticated culture. Considering that children live in a multimedia world filled with "Nintendo and television, educators find it hard to compete" (Lehrer, 1990, p.6). Engaging student "interest in current events much less history" is often difficult (Lehrer, 1990, p. 6). Regardless of their positive or negative effect, "the television and computer have...the capability to shape the attributes of youngsters immersed in their usage" (Dede, 1987, p. 24). Most closely resembling this multimedia culture in society is the interactive video disc. Ehman writes that an interactive video component "can assist students in learning social studies...and can promote application of knowledge and concepts in problem-solving" (Ehman, 1987, p. 13). Since segments from videodiscs help in recall, the potential for increasing learning through computer-assisted-instruction certainly exists.

What exactly is a videodisc and what are its merits? Combining "the power of the movie projector, slide projector, and stereo," the videodisc allows teachers to pick and choose from a laser disc which suits their instructional needs (Ehman, 1987, p. 33). Phillipo (1989) emphasizes the teacher-centeredness of this high-tech equipment by adding that videodiscs "enable teachers to align instructional resources (images and computer

assisted instruction) with their curriculum" (p.45). Indeed teachers can adapt the laserdisc to fit their particular curriculum needs.

Level three interactive laserdiscs provide the greatest level of interactivity and flexibility. These discs "work exclusively with microcomputers" and are "totally dependent on the host microprocessor for control" (Schwartz, 1985, p. 13). By using a computer as an interface, teachers can design specific programs for the laser disc player.

The culmination of all the previous research on curriculum deficiencies and the potential of interactive software results in the Martin Luther King videodisc which "succeeds where other history curriculum materials have failed" (Lehrer, 1990, p. 6). Filled with "full-motion videoclips, photographs, maps, graphs, biographies, ...and full text of many speeches," the King videodisc provides the most interactive form of computer assisted instruction for large-scale instruction. Drawing especially from clips related to the last three years of King's life, the practioner can effectively employ computer technology, multimedia, and hypermedia to address the many deficiencies that currently permeate most teaching resources on King.

CHAPTER THREE

DESIGN

Introduction

Prior to the actual field testing of this unit on King, I discussed the logistics of using videodiscs and computers with my clinical instructor, a seventh-grade history teacher in Madison, Virginia. After two weeks of examining our options for teaching a unit based on computer-assisted-instruction and multimedia resources, we decided to have three days of classroom instruction and a field trip to the University of Virginia on the week of April fifth. We concluded that the unit would work best with the first period students since they stayed in class for seventy-five minutes, providing me with a lengthier period of instruction. Thus, a group of twenty-two middle school students, seven black and fifteen white, were chosen. The field component was added to the unit because we felt that the students would benefit from working in smaller groups with the computers and videodiscs at the Instructional Resources Center in the Curry School of Education. An opportunity for exploring specific topics related to King was now possible with the addition of this day long trip.

Curriculum Development

Curriculum development started with a thorough examination of the Martin Luther King Jr. interactive videodisc. I decided to integrate the contents of the videodisc into the whole unit. In addition to this videodisc, the following materials were secured for both the classroom experiences in Madison and the field trip in Charlottesville:

Waverly Yowell Middle School:
-Apple Macintosh LC, Hypercard software (Madison Middle School)
-Interface cable, RCA cables (I.R.C. Lab, Curry School of Education)
-Pioneer LD-V2200 videodisc player (Madison High School)
-Monitor television with audio/video inputs and outputs (Madison Middle School)

University of Virginia:
-I.R.C. Lab, Curry School of Education, Hypercard software, voyager videostack (I.R.C. Lab)
-ABC news interactive, Martin Luther King Jr. videodisc (first copy-Curry School of Education library, second copy-Clemons library)
-ABC news interactive, '88 Vote videodisc (Curry School of Education)
-GTV Geographic Perspectives in American History (Curry School of Education)
-Eyes on the Prize, vol. 1, pt. 4-No Easy Walk (Clemons Library)
-Eyes on the Prize, vol. 2, pt. 4-The Promised Land (Clemons Library)

Next, I proceeded to write numerous grant letters to education institutions and to organizations at the University of Virginia (see Appendix A). Logistical questions about using the computer and videodisc in the classroom were still unresolved. My clinical instructor learned that a

videodisc player could be secured from the high school and that a Chapter One teacher would allow me to use the computer for my instruction at the middle school. For the field trip, I quickly made reservations at Clemons library. Their multimedia resources director allowed me to reserve the videodiscs, the videocasettes, and room 304 for the field trip. I also learned that my request for bringing my students to the I.R.C. lab in the Curry School was approved. Resources and rooms were quickly reserved for the week of my instruction. By early March, most logistical questions were answered. Actual unit development consumed my attention for the next four weeks.

Software Development

I decided to program five hypercard stacks related to Martin Luther King Jr. The first stack included the content which I would discuss on the first day of instruction. Using the voyager videostack (software which allows the teacher to program specific content from the videodisc), I made a lesson revolving around the themes of "Biography," "Nonviolence," "Montgomery," and "Birmingham." Invoking still frames of photos, maps info cards, and other textual information, I added videoclips which would complement my first lecture-oriented lesson.

The remaining four hypercard stacks centered around themes and events which most curriculum resources rarely mention. Each of these stacks were for instruction on the day of the field trip when the students would work on the computers. The lessons included the four following events and themes: (1) Selma and Chicago, (2) Riots and Vietnam, (3) Progress, (4) "We cannot be satisfied..." Like the first lesson, all of the contents for the these individualized and computer assisted lessons were drawn from the King videodisc.

Realizing the limitations of having only two King videodiscs, I had to plan a pair of alternative activities for two out of the four groups during our session in the I.R.C. lab. Since I wanted to harness all the resources in the lab, I decided to design two enrichment lessons incorporating interactive videodiscs. In searching for a videodisc related to King, I found one that included numerous videoclips of Jesse Jackson and still frames of maps and info cards. This provided the idea for one enrichment stack which allowed the students to explore the theme of "Jesse Jackson, a Student of Martin Luther King Jr." This lesson related specifically to the larger theme of King's legacy. Part two of this stack consisted of a twenty-question quiz on the "Civil Rights Movement and Geography." This

evaluation was based on two lessons in school prior to the field trip.

Along with this computer-based evaluation, I developed packets which included questions/quizzes from the first two days of instruction and an evaluation related specifically to one of the four topics on King to which they were assigned. Four types of packets were thus made in which every question from the first two days related to one of the following themes: MLK (Martin Luther King Jr.)-Nonviolence, MLK-Biography, Mlk-Speeches/Letters, Nonviolent Direct Action, Media, Federal (President & Congress) Responses, Violence/Opposition, People, and Organizations. Individualized lessons for one of the four stacks accompanied the stacks based on the King videodisc. These answers were intended to serve as notes during the thirty minute mini-presentations in the auditorium following the work on the computers.

The sixth and final stack focused on the Great Depression, the migration to the North and West, the growth of cities and slums, and the impact of the media in our lives. In this enrichment activity, students had to trace the development of cities since the Depression. Although the themes in this lesson were marginally related to King, I developed objectives which related to his life. Among these included an

understanding of northern cities which became a focal point of civil rights protests in the late 1960s. Also students needed to discuss the role of the media in their lives and the civil rights movement. These two themes were discussed on the first two days of instruction.

Unit Completion

Once the larger task of programming seven individual stacks/lessons was accomplished, I began to piece together the remainder of the curriculum. After I completed the stacks for use in the computer lab during the field trip, I planned a schedule for the remainder of the day. After the morning session, I decided to build in a thirty to forty-five minute block so that each of the four groups could share their knowledge of specific issues and events. A two hour block for lunch and sightseeing was built in prior to the afternoon session which started around 2:00. At that time, I made reservations at Clemons library where we would view "The Promised Land" and listen to Julian Bond, a lecturer on the civil rights movement at the University of Virginia.

Only lessons for day two and four were incomplete. I knew that I wanted to use multimedia resources like a documentary on civil rights for day two. I chose "No Easy Walk" which dealt specifically with King's

involvement in Albany, GA and Birmingham, AL. Since the first lesson provided only a general overview of two themes and two events, the second lesson focused on two specific events in the civil rights movement. Moreover, the documentary examined King's use of nonviolent direct action in two southern towns and why the outcome in each movement was different.

For day four, I had originally planned to show ABC News Nightline's "The Los Angeles Riots: A View of History." This would allow the students to use their knowledge of King in discussing issues related to the 1992 riots in Los Angeles. This lesson was contingent upon Clemons library's acquisition of the video. More and more, I entertained the idea of having a roundtable discussion on the last day to talk about King and issues which emerged from a study of his life. As the week of April fifth approached, I continued to prepare and had a long conversation with my clinical instructor about my idea of the roundtable discussion as well as other issues related to my unit.

Discussion with Clinical Instructor

Our conversation began with a discussion about technology. My clinical instructor emphasized the potential of using technology as a hook

to invite the students to learn about King. She also noted the benefits of computer-assisted-instruction. Interactive videos would allow students to synthesize visual information in their own way since it would let the historical actors of the past to speak for themselves. Method and delivery, therefore, was as important as the content in nurturing positive attitudes and contributing to high achievement.

Speaking for other teachers, she added that if teachers see the effectiveness of the computer as a partner in the classroom, they would be more likely to incorporate them into the classroom. Other benefits of computer assisted instruction were its potential to save time and increase learning. My cooperating teacher concluded that successful use of technology would help many teachers overcome a fear of computers, videodiscs, and other sophisticated pieces of hardware.

Our discussion evolved into a conversation about the content. My clinical instructor observed that I had used King and his life as a central thread which would unite various other themes and issues into an extensive unit. This had numerous pedagogical implications. She urged me to keep day four open so that the children could have an opportunity to synthesize the information for themselves. Although I realized the potential for this

activity in a roundtable discussion, I was still skeptical about the students' desire and ability to discuss the life of Dr. King and issues emerging from this study. My instructor assured me, however, that after the third day, I would know exactly what to do. She advised me by saying that she expected this unit to reach the children on a deeper, emotional level which would translate into long-term learning. Since they would have the opportunity to construct knowledge, my instructor assumed that the unit would leave an impressionable mark on their lives.

Although I agreed with most of the positive assumptions that my teacher held, I was still unconvinced about my students' abilities to understand, much less construct and analyze, information about King, civil rights, racism, poverty, and historical legacies. Yet, like her, I fully expected a visible increase in affect. Technology would potentially get the students excited about learning, positively affecting attitude.

Hypothesis Reconsidered

To what extent would learning increase was still a question in my mind. I assumed that an increase in the knowledge of facts would occur. How could they not? Having spent three days studying about King, his life, famous people, and events, I knew the students would know more. Yet I

seriously doubted their ability to synthesize and to analyze the themes which my instructor believed the students would discuss on day four. Would my hypothesis that affect would increase as would a recall of factual knowledge be true? Would the children exceed my expectations during the roundtable discussion? Starting the next day on April fifth, I would learn the answers to these questions and assumptions.

CHAPTER FOUR

Day One-Summary

On April fifth, I started to teach my unit. As the students entered the room, I said hello to most of them and became acquainted with their faces and names. A few students noticed the computer in the front of the room while others asked me about the videodisc player. No visible excitement was apparent other than a few glances at the technology which I had assembled.

I explained to the students that yesterday (April 4, 1993) marked the twenty-fifth anniversary of Martin Luther King Jr.'s assassination. No questions were asked as I proceeded into my lesson, starting with a still frame photo of King's family. I called up five more still frames about King's middle class upbringing and educational history. Still, there were no questions about the technology and no visible signs of student excitement. Pacing was slow and, to my dismay, some students were not focused. Others slouched while a few seemed extremely sleepy. I arrived at my last clip of an actual video sequence, which I hoped would excite the students. Instead of hearing Martin Luther King III talk about his daddy, I realized

that the audio translation was on the Spanish translation mode. To exacerbate an already slow lesson, I had to retreat to the video control panel, change the audio command, and then repeat the clip.

By the next set of clips which dealt with nonviolence, I knew that the pacing was too slow since still frames of info cards were like electronic notes on a television screen and thus similar to notes on a chalkboard. To interest the students, I relied on a story about King's stabbing and period of convalescence during which he received a letter from a white female. In it, the girl wrote that she was happy Dr. King did not sneeze because had he sneezed, the letter opener in his chest would have punctured his aorta. Again, no laughter and no visible signs of excitement. As I explained that nonviolence was a way of life for King, I showed a clip of his acceptance of the Nobel Peace Prize, an award I likened to the Super Bowl trophy for peace. Again no questions were asked. By now, the kids seemed tired and uninterested; yet, they were watching and listening.

To involve the students I asked one black boy to be my volunteer. He assumed the position of a protestor while I momentarily became the brutal policeman. I asked the students to consider their reactions to my violent attacks and the student's nonviolent response. Students remarked

that in this scenario the violent person was the "bad guy" while the nonviolent person was the "good guy." This then led to a brief examination of King's use of nonviolent direct action tactics to expose the conscience of the violent oppressors and shame them of their actions. This demonstration served other purposes. It foreshadowed a real situation in Birmingham during the 1963 protests when police and firemen brutalized black children. Hence, my previous choice of a black boy was intended to dramatize a real historical event. Moreover, the students were told to expect seeing violence and hearing racial slurs on the set of videoclips about the Birmingham movement.

The third lesson objective pertained to the Montgomery bus boycott. The first procedure started with a videoclip of Ted Koppel's overview of the civil rights movement and the significance of the Montgomery boycott. I informed the students that on Wednesday, they would become the experts of each of the events/themes that Koppel mentioned. We then focused our attention back to the Montgomery movement. I asked a series of questions to see if the students had heard about this event, Rosa Parks, and the boycott. As expected, most of the students nodded their heads and raised their hands to acknowledge that they had learned about this event at

some point in their lives. Familiarity of the content seemed to engage their interest.

The pace of the lesson accelerated as my ratio of videoclips to still frames increased. For example, our discussion revolved around the theme of nonviolent direct action as the students watched four videoclips that related to the boycott, the protestors, and King's association in the movement. Only two still frames were shown, one related to the media, the other to organizing a boycott. To help students appreciate the hostile circumstances in which the black citizens of Montgomery protested for a year, I showed a brief clip of a Mississippi Senator, opposing the NAACP. The Senator's abstract political language diminished the effect of my intended objective. I realized that a videoclip of Klan opposition, cross burnings, and messages of racial hatred would have impressed upon the students' minds that opposition to the boycotts was fierce and violent.

Moving into the last procedure of the day, I decided to focus heavily on the two themes of nonviolent direct action and violence/opposition. Although this procedure started with four consecutive still frames about people, I maintained the momentum of the lesson by asking the students to make a hypothesis about "Bull" Connor and Fred Shuttlesworth. Instead of

reading the biographic information, students inferred about the role and character of these people. I made no attempt to correct their answers but informed them that soon they would find out about these people.

An ABC newsreel from the 1963 Birmingham protests highlighted King's participation in the marches. Confronted by the police, King and others are taken to jail. Following the videoclip, students listened to an excerpt of King reading his famous letter from a Birmingham jail. From the start of this project, I saw the most potential in videoclips where visual images were juxtaposed with an audio analysis from a speaker. Thus, King's letter explained the situation in the South and why blacks agitated for change in the streets.

Though fully aware of the potential of this particular clip, I did not seize the opportunity to replay the images numerous times and to evaluate the students' understanding of Jim Crow in the South, racial hatred, dehumanization, militancy, and other themes that permeated a sixty second videoclip of the letter from the Birmingham jail. Since I was concerned with pacing and momentum, I neglected to stop at a crucial set of images.

With time running out, I wanted to end with video of presidential reactions to the violence in Birmingham. Along with the theme of federal

responses, I asked the students to consider the role of the media in the civil rights movement. By using the paradigm of a problem, a solution, and a response, I expected the students to make connections between the racial situation in Birmingham, the nonviolent demonstrations, and President Kennedy's reaction. When asked, who, in their opinion, was the most powerful man in America, the students unanimously agreed that this person was the president. This then set up the video clip of President Kennedy's response and President Johnson's execution of the 1963 Civil Rights Act. Only a few minutes remained. Instead of evaluating student understanding of the themes we had discussed, I showed them a final clip.

To help the students begin to think about the quote that "everything has changed but nothing has changed," I ended the lesson with King's speech at a Birmingham church. A bomb had exploded, killing four children. King responded that the people would fight on and still cry "freedom." Indeed, laws had changed but hearts and minds had not. Though we did not discuss this issue, I intended to invoke the quote to help the students realize the inherent complexity in assessing the legacy of a movement like the civil rights protests or of a person like King.

Day One-Analysis

In a lecture based lesson, how can teachers best use technology to enhance the learning experience and to increase learning itself? This theme of method and instruction was a focal point of the lesson.

For the first day of instruction, I designed the whole lesson around the technology. My overreliance on the technology to influence only affect had numerous flaws.

The computer, the videodisc, and the monitor did not have a visible effect on student attitude toward learning the content. As the teacher, I noticed no observable increase in affect. As I had set up the lecture, the technology was the engine to the whole lesson. Filled with still frames and videoclips, the lesson assumed that interactive video would undoubtedly invite students to participate in the lesson and to pique their curiosity.

The major flaw was my basic design of the lesson. I depended too heavily on the technology as the teacher while I retreated to the role of a computer operator. Instead, I needed to use technology as a teaching partner, capable of embellishing facts and stories as well as providing another enriching learning experience. Here, I had the opportunity to limit factual content and discuss concepts. On the videodisc, most of the facts were on still frames. Technology would afford me the opportunity to use

visual images to convey facts, analyze circumstances, and propose questions and hypotheses based on videoclips. However, by being too concerned with showing all the still frames and videoclips I had designed, I expected to use technology to increase the elusive goal of improving attitudes toward learning rather than harnessing its capabilities to suit my specific instructional needs.

The inherent pedagogical value of computer assisted instruction is profound. By replaying visual images, the teacher can invite students to examine the significance of certain video images as it relates to specific themes such as Jim Crow segregation. By viewing the videoclip of King's letter from a Birmingham jail, students can see the signs reading "whites only" and "colored only." Students can then use this visual information to explain abstract terms such as "segregation" and "dehumanization." Depending on the audio analysis of visual images, students have the opportunity to think critically through a means other than traditional textual information.

A noted shift needed to occur. I had overestimated the potential for technology to increase affect and underestimated its capability as a teaching partner to increase learning. While certain themes did emerge

during the lessons, I did not pursue them in detail. Starting tomorrow, I intended to take a closer look at certain paradigms of social protest. While I hesitated to explore racially sensitive issues such as police brutality, racial epithets, and opposition, I realized that the students were mature enough to handle potentially explosive racial issues between blacks and whites. Even though no noticeable increase in affect had occurred, my clinical instructor assured me that the students were interested. She added that the body language of a typical seventh-grader rarely conveys signals of extreme enthusiasm.

Day Two-Summary

In an effort to improve the lessons, I changed my approach to teaching this unit on King and civil rights for the second day. I wanted to focus precisely upon a few specific themes and events in the earlier parts of King's leadership role in the movement.

Part four of the first volume of Eyes on the Prize, a documentary history on the civil rights movement, discussed two specific campaigns. Entitled "No Easy Walk," this videocassette examined setbacks in Albany, GA and victories in Birmingham, AL.

Although videocassettes do not have the interactivity level of

videodiscs, I intended to make them interactive. At crucial moments in the tape, I stopped the videotape to alert the students about what they would see or to direct their attention to specific people or scenes. This brief orientation served to raise their consciousness level about specific information from both the video and audio.

I instructed the students to keep Albany and Birmingham in their minds as they compared the strategy of the prostestors, the response of the police chiefs, the outcome of the campaigns, and the role of the media. The question I raised today was why King's nonviolent tactics failed in Albany but worked effectively in Birmingham.

As the narrator discussed the situation in Albany, students listened to famous people from two important organizations talk about King's role in Albany. I told the students to answer the questions in their guide. These were basic facts taken directly from the video.

Again, like yesterday, no visible signs of student excitement were noticeable. However, since the video conveyed the information, I decided to watch the students from the back of the room. I soon realized that my perception of low excitement and small affective gains could also be interpreted as a general interest in the content. No student was sleeping or

as noticeably tired as yesterday. Even the students who were doing their homework for another class gradually shifted their energy and attention to the potential scene of conflict between the Albany chief of police and black protestors. By probing in depth into a specific movement, the video was satisfying the curiosity of many of the students.

I then asked the students about Chief Pritchett's response to the protestors. Individuals suggested that he was "smart," "nonviolent," and unwilling to be violent and stir up trouble. This led to a discussion of King's tactics of filling the jails and involving the media in nonviolent protest. Students considered the various circumstances that led to defeat in Albany as I prepared them to take these same issues and compare them to the situation in Birmingham.

I had acquainted the student with important people in Birmingham in the first lesson. On the first day, I showed only scenes in which police chief, Bull Connor, forced his police dogs and firemen to attack the protestors. As part of my goal to desensitize them to racial violence, I expected the students to watch the scenes of police brutality from a reasonable perspective rather than an emotional one. As the tape showed extended sequences of dogs attacking children and firemen spraying their

water hoses at the protestors, I stopped the videocassette. We discussed the response of the police chief, the role of the media, and the goals of nonviolent direct action.

Once the students contrasted the reactions of Albany's police and Birmingham's police, students began to explain how nonviolent reactions do not generate media interest. At heart, our discussion revolved around King's expectations that violent reactions from white Southerners would shame the moral conscience of segregationists as all Americans joined collectively to condemn the ugliness of Jim Crow and racism in the South. In this light, I expected students to realize that though Connor and the police acted abhorrently, King and others depended on violent responses to expose the moral wrongs in a segregationist system.

The videocassette ended with the March on Washington which was a climactic moment in the summer of 1963 after the Birmingham campaign. Here, I stopped the video to have the students consider the paradigm of problem, action, effect and how it related to the historical march and King's famous "I Have a Dream" speech. Taken in context, this speech can be understood as a climactic and symbolic turning point in the movement as all Americans supported civil rights on moral grounds. "I

Have a Dream" was the culmination of many years of protests in many southern cities.

With the few minutes remaining in class, students answered the factual questions on the worksheet. Tomorrow, King and the movement would move beyond civil rights issues. The real job of addressing curriculum deficiencies started the next day on the field trip to the University of Virginia.

Day Two-Analysis

How can teachers use multimedia resources to increase learning? From videodiscs to videocassettes, technology and its affect on learning remained a key question yet to be answered.

This lesson was inherently more interesting since the content was based on the story of two specific events. Other instructional questions like pacing and momentum were irrelevant since videocassettes are far less interactive than videodisc. However, as I had done with the longer videoclips, I prepared a lesson around key stopping points on the video. These brief explanations functioned as signposts, summaries, or other teacher directed cues for students to focus on a specific question. Interactivity can be built into a lesson based on a videocassette.

Examining visual images through audio exposition from the narrator and through teacher directed instructions was a large part of both lessons. The student worksheets evaluated factual understanding. Additionally, brief discussions before and after the viewing of visual images afforded us the chance to talk about concepts or themes.

I reinforced the importance of understanding nonviolent direct action as a paradigm of effective protest. When it was ineffectual, as in Albany, students could invoke evidence from the visual images of police responses, participant interviews, and other sources of information. Visual information, rather than the traditional textual information, was the resource which the class used in order to compare Albany and Birmingham.

Nonviolence, which was one of the four concepts in the first lesson, became a topic of discussion today. Students remarked that in theory, nonviolence is appealing. Yet practically and personally, they noted the inherent difficulty in defying their natural urge to meet violence with physical retaliation. Thus, the vicarious experience of watching the successes of nonviolent direct action in Birmingham had little effect in changing attitudes. I did not expect a unanimous conversion to King's

philosophy of nonviolence. Yet, I did expect them to consider the moral options in life we all face whether the situation is violent or nonviolent. By having the students think through King's paradigm of social protest in two cities, I expected the students to begin to construct a better idea of why the outcomes were different.

Through technology, I have exposed the students to visual images which have become a centerpiece of the pedagogical issues which have emerged. What is new about a videoclip or a videocassette? Visual information can be less interactive and an even more passive instructional aid than text-based resources. Thus, how can teachers harness technology to fit their instructional needs so that student learn more and think deeper about social studies?

Some answers are surfacing. Indeed, technology can become a powerful partner in the classroom. Rarely will these students have the opportunity to work in groups on their own set of videodiscs and computers. Thus, prior to the field trip, certain issues have coalesced into important ones while others have consumed far less attention than expected. The key question therefore depends on how much technology can increase learning, not affect. The former being more important, the

latter being more subjective to assess, I am more aware of how video technology can make history come alive and increase learning experiences and learning itself.

Day Three-Summary

By 9:40 a.m., the class arrived in room 209 at the Curry School of Education as I prepared each of the four videodisc stations. To assist me in keeping the students on task, my clinical instructor observed each group of kids while another Curry school of education student helped the students through the enrichment stack on "Push-Pull, Cities, Media/Vietnam."

Five students started working on King's involvement in Selma and Chicago while five others were working on riots and the Vietnam war. Simultaneously, five other students worked on the stack entitled "Jesse Jackson, a Student of Martin Luther King Jr." The remaining six students viewed the contents of the enrichment activity, taken from the Geographic Perspectives videodisc.

Having twenty-one students working on four monitors became a logistical problem. Some students had difficulty crowding around one screen while others complained about the volume of a neighboring

monitor. Since some work stations (computer, monitor, videodisc player) were too close to one another, background noise from nearby audio outputs interfered with certain groups. By requiring everyone to turn down their volume, this problem was alleviated.

Group work dynamics was an important issue among each of the four teams. Students had to learn how to work the mouse and to take turns being the computer operators. I noticed that each of the four groups were highly attracted to their particular topic of study. No problems were noted as students worked cooperatively to replay certain videoclips which group members wanted to view again.

Since I facilitated the whole classroom activities, I did not have the opportunity to engage each group in a discussion. Nevertheless, I was impressed with the level of attention that each student displayed. Unlike the two previous days, I did notice a visible level of excitement as the kids urged the designated computer operator to replay particular videoclips as they worked through each specific stack.

Around 10:20, nearly one hour after the students started, two new groups started working on the King stacks while the other two switched to the Jesse Jackson and GTV learning stations. With only forty minutes

remaining in the lab, I informed the next two groups to watch the time.

Since I was more comfortable with the overall lesson, I decided to pay particular attention to the two groups on the King stacks. I noticed that the group which was assigned to the subject of "We cannot be satisfied" replayed a videoclip of an interview with two racists. As the students watched the video for the third time, the black student who was controlling the computer was especially interested in every detail of the interview. After listening to one of the racists saying that "blacks should be shipped back to Africa," the black female responded, "then why did you bring us here." She replayed the clip again as I asked the group to move on because of time constraints.

The other group working on the legacy of King's life was examining the progress since his death. Themes discussed in this stack included the rise in the number of black politicians and the growth of the black middle class. As I spoke with the members of this group, they told me that they wanted to listen to all of King's famous "I Have a Dream" speech which I had broken into numerous individual videoclips. Apparently, the choice or option of watching extended parts of the speech would have been a beneficial feature, according to the students.

As 11:30 approached, I was pleased with both the high level of student interest and their eagerness to learn at each of the videodisc stations located around the room. The two enrichment stacks served the purposes of providing students two more historical perspectives indirectly related to King's life. Although the last two groups working with the King videodiscs did not have as much time, they still managed to view the contents of their stack. Next, we met in G4C, a small part of the auditorium in Ruffner Hall.

The real evaluation of how much the children actually learned through computer-assisted-instruction would begin now. As most of the audience gathered near the left side of the auditorium, the first group of five students assembled around a table in the front of the room, preparing their notes for the presentation on Selma and Chicago. Here, I urged the first group to explain the paradigm of problem-solution-result. At first hesitant, one group member began to explain the problem of voter registration for blacks in Selma. This caused King and others to protest, when, on "Bloody Sunday," the police beat the marchers and sprayed tear gas at them. By now, three students had spoken as they informed the class about the successful Selma to Montgomery march and the passage of the

1965 Voting Rights Act which contributed to the huge gains in voter registration among blacks.

The students, however, were less organized in applying this paradigm to the Chicago movement. I asked a few questions about King's feelings toward the situation of blacks in the North. One student responded that King mentioned "the rat-infested" slums of Chicago where blacks had to live because of housing segregation. Another student then discussed the protests that King led in Chicago quoting the racial slurs that whites hurled at the marchers in the city. By the end of the presentation, I explained to the class that the action did lead to a positive outcome. With the passage of the Chicago Housing Accord and the 1968 Civil Rights Act, segregation in housing based on race was outlawed. Though the paradigm of nonviolent direct action applied to Chicago, I made a greater effort to make more connections here than for Selma. As the audience applauded the first group of students, the next five presenters awaited their turn to discuss King's feelings toward the inner-city riots and the Vietnam war.

As the next five students prepared to discuss King's reaction to the riots and the war in Vietnam, I hoped that the students would make a cause and effect connection between housing conditions in Chicago and the

inner-city riots. Students did not, however, transfer this paradigm of problem-solution-result to the previous presentation. The second group related their entire discussion to the information they had learned without referring it to the previous students.

The content itself was challenging for the second group. I knew that seventh-graders would have difficulty understanding the findings of the Kerner commission since questions about public policy issues are inherently complex. However, with my repeated questioning of what the gist of the commission entailed, two students explained that the commission reported that unemployment was high for blacks. This caused frustrated blacks to riot, according to another student. Again, we arrived at another important paradigm for understanding many disparate events. I emphasized to everyone how cause, effect, and reaction related to the riots. The presenters then discussed the facts of the riots including deaths and property destruction. Although I did not introduce the theme of economics, I hoped that students would consider financial questions as they told the audience about Vietnam.

Issues of poverty, militarism in Vietnam, and racism at home formed a complex web of interconnected problems. King made this connection.

As students talked about King's opposition to the war, they made a particularly important point in response to my incessant demands. Indeed, by now, I was no moderator but aggressively challenging the students to tell the audience why King opposed the war. Here, a student explained the contents of one videoclip in which King noted the hypocrisy of our government's use of violence to solve its problems as he told youngsters to solve problems nonviolently. With this problem articulated, I asked the audience to consider why it cost the U.S. $300,000 a day to kill one enemy and but less than fifty dollars per person against the war on poverty. From a section in the audience, many students answered that bombs and military weapons are far more expensive than food or clothing. I was impressed with their astute answer. As the second group neared the end of their presentation, we emphasized the importance of understanding why King opposed the Vietnam war as it pertained to his philosophy of nonviolence, the problem of poverty at home, and how the government spent its money.

Group number three started by explaining King's "dream" for America. They quoted the familiar litany of "I have a dreams" and explained to the class that much improvement has occurred since 1963. In reference to famous blacks, the students listed Jesse Jackson and Bill

Cosby as success stories. I asked what other black politicians they could list. No one on the panel nor in the audience suggested another person. Frustrated and anxious, I asked the students about Governor Wilder or Mayor Bradley of Los Angeles.

As we stayed on the topic of politics, we discussed the Jesse Jackson's presidential campaign. To my surprise, nearly all the students were highly cynical about any black person's chance at winning the presidency. Most declared that would never happen. As I asked why, the students could not justify their skepticism but responded that a black person would never become president. Having seen black politicians in many of the videoclips, the presenters did inform us that John Lewis, a Democratic Congressman, thought that blacks would never become national politicians; yet, he became one. Again, discussion revolved around a singular theme, which we then dropped because of time constraints and my adherence to an agenda.

I introduced the fourth group by telling the students to think about the quote "everything has changed and nothing has changed" as it related to the last two presentations. On this last theme of regress, the presenters listed the reasons why King said "we cannot be satisfied." The panel

mentioned the economic problems that still kept many black Americans in poverty. Around this one theme, the students explained that nearly half of all black children lived in poverty and that black Americans did not have the earning power of white Americans.

Since the students were anxious to eat lunch, I realized that after three hours discussing King's life and his legacy, we needed to end the presentations. On a last note, the presenters mentioned the problem of hearts and minds as they quoted racists, who argued that blacks and whites were meant to be separated by God. To this comment, I asked a final question: are things better or worst since Dr. King's death? Some students said yes, while others said no. Nevertheless, I heard enough mumbling among the students to know that this kind of cognitive equilibrium within each student's mind was fertile ground for future debate and discussion.

The afternoon session reconvened at 2:15 in Clemons library. At this time, I showed "The Promised Land" in a theater-like room where I told the students to listen carefully to King's reactions to poverty and riots as well as his opposition to the war. Although I did not explicitly list all the issues/themes we had discussed, the issues which the students had

examined in their small groups would coalesce in this one documentary, covering the last three years of King's life.

At 3:15, the film ended as Julian Bond, the narrator of the film and a civil rights activist, joined us. When we had met before, I asked him to personalize the civil rights movement by giving a first-hand account of growing up in the 1950s and 1960s. For the next thirty minutes, Mr. Bond told the kids a series of stories, explaining his subsequent decision to participate in the movement. Students, by now, were tired or simply intimidated by this important man who was talking to them. As I tried to elicit questions, none were asked. Eventually, students asked Mr. Bond how he could be nonviolent or if he personally knew King. Soon, the students were asking numerous questions related to King and other pertinent issues. With less than five minutes left, I was especially surprised by the controversial nature of one student question. She asked Mr. Bond why white people raped black women if whites hated blacks. Since Mr. Bond himself is very light skinned he asked rhetorically, "do you think my grandmother was sexually aggressive toward the man who may have raped her." The light skinned African-American female who asked the question responded with a laugh. A few more questions were asked. By 4:00

o'clock, we needed to take the students home.

Day Three-Analysis

To evaluate what the students had learned, I started a few informal discussions on the bus with specific students. Immediately, I was dissatisfied with the feedback. One student informed me that he learned about "Dr. King helping us black folks." He then told me that he learned about the man who shot Dr. King and some marches. During some other brief interviews, I realized that this bus ride back was not conducive for serious evaluation.

Though the day went well, I felt elated and, paradoxically enough, dissatisfied. Can technology increase learning? Evidently, technology can, in fact, facilitate the learning process. Through self-pacing, students working in small groups constructed their understanding of history from an interactive video resource. I served as only a facilitator. Student learning depended on the technology, which attracted students to learn more about the issues that interested them.

Pedagogically we had discussed a list of extremely important issues related to King such as his views on poverty as I also attempted to have the children apply paradigms to make sense of the numerous facts and

issues. Based on our brief evaluation in the auditorium and bus, students were able to recall facts and discuss issues.

Nevertheless, I was dissatisfied. To what extent had the students made larger thematic connections between the issues? Did the students internalize this knowledge on a deeper emotional level as my clinical instructor had assumed? Did the students only enjoy the fun time on the computers or did technology function as a valuable teaching aid? Based on my interaction with the students, I was unconvinced that they had actually thought deeply about the issues they studied. How curious were they? I simply could not gauge the value of using technology to facilitate the learning process and to improve student understanding. Now that I knew that technology helped students learn more, I was asking myself if the quality of their understanding had improved. Were they analyzing the information? Were they making generalizations and hypothesizing based on their foundation of knowledge? I did not know. I would not know unless I engaged the students in a roundtable discussion about the last three days.

Day Four-Summary

To invite the students to participate in the roundtable discussion, we

started with a discussion of the field trip and the possibility of attending college. Students unanimously expressed their desire to go to college. They added that they enjoyed the tour of the University and seeing how college students lived. My clinical instructor and I also explained our college experiences as the students listened.

I then asked the class to take the piece of paper I had given them and ask a question. By keeping it open-ended and anonymous, I told the students to ask questions they would like to discuss as it pertained to King or any other issue I mentioned. Upon completion, the students handed me their questions.

Since I, too, was uncertain about how much the students would discuss, I started with the easier topic of computers and learning. One-by-one, each successive respondent highlighted the benefits of going at your own speed, reviewing important videoclips, and working together as a group. Students informed me that since everyone wanted to use the mouse, sharing and taking turns was a group logistical problem. Additionally, the students also pinpointed the problem of being crowded around one screen and hearing excessive background noise. One student recommended that the whole group should have been split in half so that a

morning and afternoon session could have accommodated a smaller size. The overall response was positive. Many students asked me why they could not see more speeches by King in their entirety.

The next part of the discussion revolved around my own questions. What did you know bout King before this week and what do you know now? One student honestly explained that before he knew nothing about King. In fact, he was just glad to get a holiday added to school on King's birthday. But now he added that he could explain many things that King stood for. Specifically the student explained that King did not just fight for black people. "Remember the Poor People's march...there were Mexicans, blacks, whites, and Jews" who all marched together.

As we transitioned into a discussion of economics, I asked the students about King's views of rioting and even to consider a hypothetical response to his feelings about the Los Angeles riots. To my right, one student answered that "riot is the language of the unheard." She added that when people can't voice their opinions and anger, they do it another way, rioting. "Yeah," another student added, "it was a problem of jobs."

By now, the pace of the discussion accelerated. How about the problem of racism, I asked. This was the next open-ended discussion topic.

Numerous comments from the students touched on racism in segregated churches, in our own school, and the problem of interracial marriages. Students argued back and forth why blacks and whites choose to self-segregate. They tried to define what acting "black" or "white" entailed. Personally, two black students shared their experiences with racism directed toward their own relatives who were married to whites. Other students were highly supportive of this situation, adding that you marry someone you love, regardless of race. One student also added that its up to us not be racist. Since people learn it from generation to generation we need to think for ourselves.

Between this topic of racism and the next major issue of nonviolence, students discussed other issues pertaining to poverty, King's legacy, and hopelessness. These were in relation to the anonymous questions the students had asked.

When examining nonviolence, students were honest about their feeling toward this particular philosophy. While it was a great idea, it would be hard to practice if someone attacked you, concluded one student. Reactively, I asked the students what Dr. King would think if you met violence with violence. Thinking through the question, he concluded

unhesitantly that nonviolence is unnatural. Indeed, as a class we agreed, yet I highlighted King's discipline and why the nonviolent actions caused change. I sought again to provide moral options to a difficult dilemma, which forced the students to consider more questions rather than finding more answers.

After ninety minutes of discussion, the students had to switch classrooms. Yet they all urged me to ask the other team teachers to allow our discussion to continue for the entire second period. As discussion progressed, we examined tangential issues related to the unit on King including police brutality, the legacy of King, and progress since the civil rights movement. The most compelling part of the discussion involved hypothetical questions which the students asked.

What would Dr. King think about our society today if he were alive? Responses ranged from heart-broken and sad to disappointed. Some students highlighted the increase in racial tensions between blacks and whites as one reason why King would be saddened. Many students agreed that racial tensions were worsening while one even predicted a civil war between the two races. To these skeptical respondents, I asked what Dr. King would want us to do. Again the students responded that the

government needed to improve race relations and the problem of poverty. In keeping with the goal of teaching moral options, I asked the students why each of them individually was not taking responsibility for solving the problems King died for. With time running out, students echoed the sentiment that it starts with us. Indeed, a group of respondents apparently felt hopeful that they could improve race relations and possibly help the homeless. While other students may have remained skeptical, another moral option was at least addressed.

By 10:40, the class had to switch to their third period. Over the course of the two hour discussion, the students validated the rationale behind the whole unit. I had underestimated their ability not only to understand concepts related to King but also to analyze and to construct their own opinions.

Day Four-Analysis

Based on this lengthy discussion, I was equipped to answer the main question that evolved over the last four days. Can technology not only increase learning but can it also improve learning? Students can learn and, based on the student-generated questions, they can think critically when instructed through technological resources. Out of all the student-

generated questions, only seven were not hypothetical in nature (see Appendix C). This implies that students were asking deeper questions about King, having gained a foundation of knowledge.

I did not expect questions which reflected an analysis of King's life and ideas and a transfer of this knowledge to present day circumstances. Instead, I assumed that most of the questions would be factual when, in fact, only seven such questions implied more concrete level thinking.

Although an assessment of student learning through an evaluation of their questions may seem superficial, it nevertheless provides some real insights. When students learn from interactive video resources, we can assume a positive attitude toward visual images, which are a cornerstone in their daily lives. They live in a culture dominated by multimedia resources.

In an educational context, instructors can harness this same positive attitude toward technology to increase the learning of facts and concepts. Furthermore, videoclips, which are shorter, facilitate the learning process and arouse curiosity in students. When students want to know more, they tend to move beyond a mere recall of facts. Rather they start the process of asking "why?" and "what if?" Multimedia resources can provoke critical thinking which often leads to more questions.

In fact, as the evidence of the student-generated questions suggests, students were compelled to ask hypothetical questions. This type of question underscores their genuine desire to want to know more; but not merely to know more facts but to know about real substantive questions concerning moral options, American society, and King's legacy.

Thus, the students' questions explain a second pedagogical issue. A curriculum which started with a narrow focus on King evolved into a comprehensive study of a wide range of issues related to his life. Employing one person as a thread which unites disparate facts, events, and concepts can thus provide educators with other opportunities to invoke paradigms for understanding history. Using themes and paradigms furthers the goal of having students think critically not only about one moment in history but also about whole eras and generations. Hypothetical questions are evidence that this process of learning occurred.

When the teacher uses technology to teach thematic units, an inductive process accommodates the overall objective of forcing students to think deeply about social studies issues. For three days prior to the discussion, I rarely set aside time to evaluate or to have a neat closure. Rather, I tried to facilitate learning and invoke as much conflicting

evidence as possible to allow for divergent thinking. Just as I preached moral options, so too did I grant the students the opportunity to construct knowledge individually in personally meaningful ways. So, to some extent, each self-generated question reflects a personal interest. All of these ends were achieved through an inductive process. I had lessons which started with a few questions but ended with even more. The students had no easy answers to memorize. When we did have a final exercise, we ended with even more queries about everything we had learned.

Yet this inductive process was inherently valuable because the students' final product, their questions, makes me conclude that they learned important facts and concepts through technology and multimedia resources, all of which compelled the student to want to know more.

CHAPTER FIVE

ANALYSIS

In comparison to other curriculum resources on Martin Luther King Jr., this technology based unit on King addressed the deficiencies in most individual textbooks or whole teaching packages. Taking King from his involvement in the civil rights movement in Montgomery to his assassination in 1968, the content of this curriculum reflected a balance between the earlier years of King's role as a leader and especially his last three years as an activist. By the third day of the unit, students were ready to explore the far more controversial issues that King supported or opposed from 1965 to 1968. In fact, the topic of student discussion centered around poverty, racism, class issues, and nonviolence as it pertained to Vietnam. Only by examining the last three years of King's life within the context of his whole life could the students have known about those issues much less form opinions about them.

From the instructor's perspective and the student's viewpoint, our investigation of King's whole life moved expectedly beyond "I Have a Dream" and the earlier years of his role as an activist. Unexpectedly, however, themes and issues emerged from a study of King's life. These

topics, taken within the context of King's life and his era, proved relevant enough to the students to shape our roundtable discussion. Although an examination of King's legacy was built into the student centered activities on the field trip, subsequent discussions about American society since 1968 stemmed from student curiosity, aroused by the main means of instruction, interactive video and multimedia resources.

Used within the context of both a teacher centered lecture and a student centered activity, the computer served key roles during instruction. By allowing the teacher to control the videodisc player, the computer could replay and dissect visual images which were a centerpiece of each activity. Taken to its fullest potential, computer-assisted-instruction can enhance the learning experience. To this end, this unit served to fill a noticeable void in the use of technology in the classroom as noted by Ehman (1987). While the computer started out as the engine driving each lesson, it can best be considered a potential teaching partner.

Educators can assume that children will have positive attitudes toward technology. By moving beyond affect, teachers can consider how to harness technology to improve the quality of learning that occurs in the classroom. Since students live in an electronic age, teachers acknowledge

this social reality when teaching curriculum, dependent on visual images. Any twentieth century social studies course can draw from multimedia resources. The implications for this study, though mainly on King, can thus apply to any unit that employs multimedia.

What are the implications for learning through technology? Interactive video can function literally as an electronic book. Because of this inherent flexibility, both teachers and students can examine and re-examine particular video images which can convey facts and concepts. In this field test, students learned about King from their workstations (monitor, computer, videodisc player). Like a book, they could replay particular still frames or videoclips, which reinforced learning.

Learning moved beyond the concrete stage. Again, invoking multimedia resources as the main vehicle for instruction, students watched video interactively and actively. Only then could they analyze the content and construct their own questions and opinions.

By assuming the role of facilitator, teachers can assume an active role as a discussion leader by forcing students to confront divergent viewpoints. Again, analysis and interpretation of visual images provided the foundation for critical thinking.

With themes emerging, children thinking, and teachings facilitating, educators can employ computers, interactive videodisc, and multimedia resources within an inductive method of teaching to improve learning. Not only do students seem to enjoy learning about the facts and issues related to King but they also formed their own questions. Student-generated questions underscored their interest in the content. Affect was positive. Moreover, students were curious enough to ask the why and what if questions which are unanswerable.

Yet, these types of intellectually sophisticated questions about hypothetical circumstances and moral options are precisely the kinds of queries that led to debate, discussion, and real discourse. Through the process of learning inductively through a technology based unit, students displayed the product of their learning during a lengthy discussion of issues related to King. Indeed, real discourse must engage students so that they think, form opinions, defend their ideas, and ask further questions. This happened because of the instruction, the content, and the method of presentation.

Conclusion

If this study has revealed the potential of computer assisted

instruction in the classroom to increase learning, then it has profound implications for teachers.

To design this curriculum, the practitioner must merge his/her expertise of both content and technology. Currently, even at the university level, a professor is either an expert in social studies or computer education. Likewise, classroom teachers are primarily experts of content. Hence the inspiration of this units was to address curriculum deficiencies.

Though development of the unit required some knowledge of computers, the accompanying software was user-friendly enough for both teacher and student. Proof of this claim is in my clinical instructor's assessment that teachers would indeed use interactive video if it could be made accessible to them and to their knowledge of computers.

Thus, this study forces teachers to consider new questions about content and technology. After this experience, my own clinical instructor sensed the relevancy of modern U.S. history to children's lives. As such, she concluded that she will pace her instruction so that she can teach an extensive unit on King and the 1960s rather than merely mentioning only a word or two about the era because of time constraints.

Ultimately, this instructional shift among teachers will benefit

students. Throughout the unit, I underestimated both the potential of the content to foster deeper learning and the potential of the students to think beyond my preconceived misconceptions about their abilities. While I concluded that the roundtable discussion proved that students analyzed and constructed knowledge, I still doubted the potential of the unit to leave an impressive mark.

Recently, my clinical instructor informed me that the students whom I worked with no longer perceive the fighters in the school as heroes. She has noticed that the students perceive violence as somehow "uncool" considering that King changed society nonviolently. Whether the context is a fight or a heated exchange between two students, the teacher notices that the class as a whole ostracizes belligerence, which was previously glorified.

This study has indeed moved beyond curriculum deficiencies on King. By exploring themes related to King through new methods of instruction and new paradigms of teaching content, students have responded attitudinally and academically. As educators note the profound potential of computer assisted instruction in social studies education, more exhaustive studies will hopefully evolve creating a greater demand for technology based units. Yet in the context of change, the role of the

teacher will become more important and complex. But as professional practitioners, teachers can harness technology to teach content. Done correctly and wisely, this type of instruction can promote in our students not only a desire to know more facts but also to know why something happened. The product of student learning, in the form of higher order thinking, makes future curriculum development of this unit's nature well worth the time and effort of everyone in the education community, especially teachers.

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Appendix A

Address
Educational Organizations

Greeting,

My name is James Kim and I am currently in my last year of studies in elementary education at the Curry School of Education. I would like to ask you for your assistance regarding my masters project, which is the culmination of the five year teacher education program at the University of Virginia.

My topic involves the use of multimedia resources and computer-assisted-instruction in addressing curriculum deficiencies on Martin Luther King Jr. I will employ video clips and still frames from videocassettes and laserdiscs to produce a teacher resource package, which I would like to field test with a class of seven grade students from Madison County, Virginia. By customizing each lesson, I intend to program software which will enable my students to explore the complex dimensions of King's life and his ideas.

Since December of 1992, I have collected and purchased numerous resources on King. The costs for my project have risen beyond my expectations. I am thus looking for grants or financial donations which could provide for costs that go toward the resources and the field trip to the University of Virginia, where my students could work on the computers or even see a famous speech on the larger screens at the University library.

Securing these resources has become financially burdensome. Thus, as a professional in the field of education, I would appreciate your assistance. Please notify me if my project seems worthy of your support. I would be more than happy to talk in greater detail with you.

Sincerely,

James S. Kim

Appendix B

Schedule-Field Trip

8:30-9:15 Bus Trip

9:30-11:30 Room 209 Curry School, Multimedia Lab

11:30-12:30 Room G4c auditorium-debriefing

12:30-1:00 Lunch

1:00-2:00 University Guides tour of University

2:10-3:10 View "The Promised Land" in Clemons Library

3:10-4:00 Listen to Mr. Bond speak

4:00-4:45 Bus trip home

Appendix C

Student-Generated Questions

Hypothetical-Legacy

-Why do some white people think that they are better than some blacks?

-Why was Dr. Martin Luther King shot?

-Why did all the things that Dr. King did for us...why did they all fall through?

-Why are there homeless people still today? Why haven't we done something about the homeless people?

-What do you look at MLK as?

-Why would someone want to kill Dr. King?

-What would the world be like if Dr. King was still alive today.

-What would Dr. King do today if he saw what was going on today with the riots and prejudice feelings against each other.

-Do you think Martin Luther King would be depressed at what he would see now? Why or why not?

-Do you think we have a problem with racism in this school? why or why not?

-Why do white people act black, dress black, talk black, and try to look

black yet they hate black people?

-If Martin was alive today, do you think these problems would be as bad?

Hypothetical-Issue

-Do you think only white people can be prejudice because I think they (blacks) are worst than whites a lot of times, not all the time though (Don't say the parts that's circled!!)

-How come white people didn't like black people?

-What did black people ever do to white people?

Hypothetical-Personal

-What would it be like if Dr. King would have been beaten?

-Did Dr. King have fun starting the civil rights movement?

-Did he ever talk bad about whites and call them names?

-Did Martin Luther King Jr. know that he was getting stalked by a killer?

Factual-Personal

-Did his mom and dad get killed?

-How old was King?

-When was he born?

-Why didn't the man that shot Dr. Martin Luther King die?

-Was he ever shot at before? or beaten?

-Is Martin Luther King Sr. still alive?

-Did Martin Luther King know the president personally? Where was he buried at?